

Music

Grades 6-8





Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/14/20 to 4/17/20

Directions: Match Spring vocabulary to musical rhythms. Write an 8-measure rhythm by yourself or with your family and perform it for someone.

Target Standard(s) ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3

Project Topic Composing and performing rhythms

Materials Needed: Pencil, paper, <https://www.noteflight.com/>

| | Watch | Do | Extend |
|--------------|--|---|---|
| Day 1 | Look at examples on Rhythms of Spring Worksheet | Rhythm Spring Worksheet | Use rhythms provided and match your own words to the rhythms. Use a theme like ice creams, junk food, sports, superheroes, etc. |
| Day 2 | Refer to Body Percussion Chart and back to rhythms of spring worksheet | Compose 8 measures in 4/4 using the spring rhythms, put a repeat sign at the end. | Perform your rhythm for a family member. |

Daily Fluency Practice

Arts Fluencies:

In Grades 6-8, students are expected by the end of the year to apply skills and knowledge to create in the arts.

Grades K-5 Match words to rhythms, use body percussion to act out rhythms and say words to rhythms.

Grades 6-8 Relate spring words to musical rhythms, use words and rhythms to write an 8 measure composition, then perform it for someone else.

High School Write the musical rhythm in on the music staff and then perform it for someone else on an instrument.

Resources:







Use the body percussion chart to the left.

The chart shows that when you have a quarter note, you should pat your lap. When you have two eighth notes, you should clap twice, one for each eighth note. So, if you had the rhythm eighth-eighth-quarter like the word Butterfly, you would clap twice on the word Butter and then pat your lap for fly. Extension: Snapping and stomping could be used if you wanted to expand your song to include rhythms other than quarters and eighths.

Rhythms of Spring

WRITE THE NAME OF EACH SPRING WORD IN THE MATCHING RHYTHM BOX

- Garden
- Flowers
- Plant
- Planting
- Seeds
- Rain
- Sunshine
- ~~Puddle~~
- ~~Bloom~~
- ~~Butterfly~~
- Grass
- Ladybug
- Warming
- Weather
- Nest
- Blossom
- Bird
- Beautiful
- Robin
- Bee
- Rainbow
- Bunny
- Rabbit
- Flower
- Garden
- Carrot
- Baby
- Chickens
- Puddle
- Jumping
- Daffodil
- Eggs
- Season

| | |
|--|--|
| <p>Quarter note = Ta </p> <p>Example: Bloom</p> | <p>2 Eighth notes = Ti-Ti </p> <p>Example: Puddle</p> |
| <p>Ti-Ti Ta </p> <p>Example: Butterfly</p> | <p>Ti-Ti Ti-Ti </p> <p>Example: Baby Chickens</p> |



Lesson 1

| | |
|------------------------|--|
| Objective | Complete worksheet to identify spring words that match the quarter and eighth note rhythms provided. |
| Video Link | bit.ly/countingrhythms1 |
| Guided Practice | Watch the video and then go through the video again using spring words instead of ta and ti. Example for #1 in the video you could say Bloom Bloom Bloom Bloom. With a family member or caregiver watch the video, then complete the rhythms spring worksheet. |
| Closing | Share the spring words with someone and see if you can create a few of your own. |
| Extend | Use rhythms provided (refer to worksheet) and match your own words to the rhythms. Use a theme like ice creams, junk food, sports, superheroes, etc. |
| Intervention | Practice putting the words together for Lesson 2. You can use provided worksheet or your own if you completed the extension. |

Lesson 2

| | |
|------------------------|--|
| Objective | Write an 8-measure rhythm using the skills from Lesson 1 by yourself or with your family and perform it for someone. |
| Video Link | The following is a video example using food words: bit.ly/rhythmswithfoodwords |
| Guided Practice | With a family member or caregiver write an 8-measure composition (example below). Say the composition with your choice of words (stick to one theme). |
| Closing | Perform it for or with a family member or caregiver using words and body percussion. |
| Extend | Apply body percussion movements to your song and perform it. To learn how to use a music writing program, sign up for a free note-writing platform like Noteflight and write your composition. My example is using Noteflight. |
| Intervention | See example below, https://www.noteflight.com/ |

Example:

Lesson 2 Composition Example

(Lyricist) (Subtitle) A. MacDonald

♩ = 120 2 3 4

$\frac{4}{4}$

bee bee bee bee rain pud dle jump ing sun shine but ter fly bird bird grass grass plant ing seeds

5 6 7 8

gar den grass grass grass flow ers plant plant plant bloom bloom bloom bloom rain pud dies rain rain



6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/20 to 4/24

Directions: Using the following lessons and worksheets, prepare, plan, practice, and present a performance in your living room!

Target Standard(s) Create, Connect, Perform, Respond

Project Topic Living Room Performance Project
Creative Musicianship
Worksheets (included)

Materials Needed: Recording device

| | Lesson | Do | Extend |
|--------------|---------------|------------------------------------|---------------|
| Day 1 | Prepare | Videos and Reflection Worksheet | Share |
| Day 2 | Plan | Planning Template | Connect |
| Day 3 | Practice | Practice | Perform |
| Day 4 | Present | Perform/Record | Present |

Daily Fluency Practice

Demonstrate singing voice.

Sing out loud and proud! Need inspiration? Head over to YouTube.com and search for a lyric video or karaoke video of your favorite song!

Dance to a variety of styles of music.

Hold a family dance party! Play your favorite music and dance along. Need inspiration? Check out www.gonoodle.com (or download the GoNoodle app) for a variety of fun movement activities, or search YouTube for "Just Dance" or "Just Dance Kids" videos to dance along with. Here's a playlist to get you started: bit.ly/33YBK7S (link is case sensitive)

Listen to a variety of styles of music.

Search YouTube or Spotify for a type of music you've ever listened to before. Can you find something new that you really love?

Create your own music.

Visit bit.ly/MusicTechDay for a huge list of links to cool music technology websites!

Other Fun Music Resources

Check out these playlists of interesting music videos on YouTube! (links are case sensitive)

How It's Made: Instruments - bit.ly/2kTw6SG

Musical Theater Performances - bit.ly/33YRK9X

DoodleChaos LineRider - bit.ly/39ANnDz

Lesson 1 - Prepare

| | |
|------------------------|---|
| Objective | Students will analyze, study, and draw inspiration from musicians who are performing in their homes. |
| Video Link | First, watch the following video: youtu.be/KFGKQUM79rA Then, go to this YouTube playlist and pick a few performances to watch: bit.ly/3bDY0a2 |
| Guided Practice | All of the videos on this playlist are “living room performances” - performances that musicians have posted on social media while they are staying at home. While you watch the performances, complete the questions on the reflection worksheet either alone or with a family member, caregiver, or friend. |
| Closing | Share your favorite performance with a friend, family member, caregiver, or teacher! Make sure to tell them why this performance was your favorite. |
| Extend | Can you find some other examples of living room concerts? Try searching for “Songs of Comfort,” “Together at Home,” or “Live From Home” and the names of your favorite artists. |
| Intervention | Remember to think critically and pay close attention as you are watching each performance - this will help you answer the reflection questions! |

Step 1 Worksheet - Reflection Questions

Answer these questions as you are watching the living room performances.

1. What are some things that you noticed about the performances that you watched?
2. What kinds of songs did the artists choose to perform?
3. What instruments did you see?
4. Why do you think these artists chose to share their songs?
5. If you were to perform a song, what kind of song would you want to perform?
6. Which performance was your favorite? Why was that performance your favorite?

Lesson 2 - Plan

| | |
|------------------------|--|
| Objective | Students will plan their own “living room performance.” |
| Lesson Premise | Now that you've seen some examples, it's time to plan your performance! Can you create a performance to share with your friends, family, and teachers? |
| Guided Practice | With a family member, caregiver, or friend, plan your performance using the included worksheet. |
| Closing | Look over your plan - what are some things that will be challenging while you are practicing for your performance? What are some things that will be easy for you? |
| Extend | Can you include something that you learned about in music class, band, or choir in your performance? |
| Intervention | Need help? E-mail your music teacher! |

Lesson 2 Worksheet - Performance Planning Template

Use these questions to help you make decisions to plan your performance.

| | |
|--|--|
| What type of song will you perform? | <input type="checkbox"/> Cover song (recommended) - I'm going to pick a song to learn and perform. <input type="checkbox"/> Parody - I'm going to pick a song and change most of the words for my performance. <input type="checkbox"/> Original song - I am going to write a new song to perform. |
| What is the title of your song? | |
| Will you sing or rap in your song? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| What instruments or musical tools will you use? | <input type="checkbox"/> Instruments Which instruments will you use? _____ |
| | <input type="checkbox"/> Pre-made backing track from YouTube (i.e. bit.ly/2MqZxFs) <input type="checkbox"/> Karaoke track from YouTube <input type="checkbox"/> Digital Audio Workstation (i.e. BandLab , Garage Band) <input type="checkbox"/> Body percussion beat <input type="checkbox"/> Found sounds or improvised instruments <input type="checkbox"/> None of these - I'm going to sing or rap a capella - with no |

| | |
|--|---|
| | instruments. |
| Who will perform with you? | <input type="checkbox"/> I'm going to perform by myself. <input type="checkbox"/> Someone's going to perform with me. Who will perform with you? _____ |
| Will you add anything else special to your performance? | |
| What will you need help with? | |

Lesson 3 - Practice

| | |
|------------------------|---|
| Objective | Students will prepare and practice their performance. |
| Lesson Premise | Now that you've planned your performance, it's time to practice, practice, practice! |
| Guided Practice | <p>Practice your song so that you are able to perform it without any mistakes or pauses.</p> <p>If you need the lyrics (words) to your song, try searching for "[name of your song] lyrics" on Google.</p> <p>If you need chords "[name of your song] chords" on Google.</p> <p>If you need guitar tabs "[name of your song] tab" on Google.</p> <p>If you need sheet music "[name of your song] [name of your instrument] sheet music" on Google.</p> <p>If you're performing a cover or parody, make sure to listen to the original recording of your song!</p> |

| | |
|---------------------|--|
| Closing | You may not feel like your performance is ready after only one day of practicing - that's okay! Practice your performance until you feel ready to present it. Remember, it's better to practice in small time increments, rather than one long session. If you're getting frustrated or stuck, take a break and come back to it later. |
| Extend | Can you perform your song for a family member, caregiver, friend, or pet? |
| Intervention | Stuck? Need help? Reach out to your music teacher! |

Lesson 4 - Perform, Present, and Post

| | |
|------------------------|--|
| Objective | Students will present their performance. |
| Lesson Premise | Now it's time to present your work! |
| Guided Practice | Present your song to family members, friends, caregivers, and/or teachers. You could perform your song live in your living room, or you could record it using phone, tablet, or computer. |
| Closing | <p>If you choose to record your work, share it! Your family, friends, caregivers, and teachers would love to see your song!</p> <p>You do not need to post your song on social media. If you do choose to post your work, remember to be smart and safe when posting! Always ask a parent or caregiver's permission before you post, and make sure that you are posting positive, uplifting messages.</p> <p>Some hashtags to consider using - #SongsOfComfort #LiveFromHome #TogetherAtHome</p> |

| | |
|---------------------|---|
| Extend | <p>Use the DPSCD hashtag #StudentsRise to show off your musical accomplishments!</p> <p>You can also send your video to DPSCD, we'd love to see them! You can upload your performance at https://www.detroitk12.org/riseup - You may even be featured on the DPSCD website or social media!</p> |
| Intervention | Need help? Reach out to your music teacher! |



Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/27/20 to 5/1/20

Directions: Define musical tempos and dynamics. Sit in your house or just outside and listen for sounds and observe the movement of people, animals and everyday objects. Classify these observations into categories that align with musical terminology.

Target Standard(s) ART.M.I.678.1, ART.M.III.678.1, ART.M.III.67.2, ART.M.V.6.2

Project Topic Relate every day sounds to musical terminology

Materials Needed: Pencil, paper

| | Watch | Do | Extend |
|--------------|---|---|---|
| Day 1 | <p>bit.ly/tempospeed bit.ly/dynamics-definition</p> <p>Observe things in and around your home, even outside.</p> | <p>Learn the definitions for dynamic markings <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i> & <i>ff</i>, <i>crescendo</i> and <i>decrescendo</i>.</p> <p>Learn the tempo markings for Largo, Moderato, Presto and Accelerando.</p> <p>Complete "Be a Music Detective!" worksheet.</p> | <p>Listen to your favorite song.</p> <p>What dynamic markings do you think are present? What do you think the tempo would be if you labeled it with a tempo word?</p> |
| Day 2 | <p>Review videos if needed. Continue to watch and observe things in and around your home for fast and slow, loud and soft.</p> | | <p>Give a family member, caretaker or friend a list of items in and around your home. Then, have them label them with the dynamic and tempo markings. You check it! If they need help, be a teacher. Teach them how to identify the tempo and dynamic markings.</p> |

Daily Fluency Practice

Arts Fluencies:

In Grades 6-8, students are expected by the end of the year to apply skills and knowledge to perform, analyze and make connections in the arts.

Grades K-5 Pick out items and sounds in your home and decide if they are soft or loud, fast or slow.

Grades 6-8 Make flashcards with the tempo and dynamic words and the tempo and dynamic definitions. Mix them up and then match them up next to each other to create a visual. Then, draw a picture to go with each dynamic or tempo marking, mix them up again and match all 3 cards together. Then try teaching them to a family member and see if they can match up cards.

High School: Compose a piece on noteflight using tempo and dynamic markings. Play your song on your instrument if you have one at home, record it and send it to a friend or family member.

Resources

Websites:

bit.ly/dynamics-definition

bit.ly/crescendo-decrescendo

bit.ly/tempospeed

Lesson 1

| | |
|------------------------|--|
| Objective | Learn the definitions for the various tempo and dynamic markings we use in music. |
| Video Link | bit.ly/dynamics-definition bit.ly/crescendo-decrescendo bit.ly/tempospeed |
| Guided Practice | If you have online access, please watch the 3 videos above. Please complete the worksheet below, it has the definitions for each dynamic or tempo term. You are going to look around your house to find things that match each definition. It can be inside or outside. |
| Closing | Think about all the ways you could apply dynamics or tempo markings to activities, items or music in your every day life. |
| Extend | <ul style="list-style-type: none">• Listen to your favorite song. What dynamic markings do you think are present? What do you think the tempo would be if you labeled it with a tempo word?• Give a family member, caretaker or friend a list of items in and around your home. Then, have them label them with the dynamic and tempo markings. You check it! If they need help, be a teacher. Teach them how to identify the tempo and dynamic markings. |

| | |
|---------------------|--|
| Intervention | Refer to the definitions in parentheses on the worksheet or watch the lesson videos again. |
|---------------------|--|

Be a Music Detective!

Tempo Scavenger Hunt

Tempo is the speed of the sound!

Can you find things in your house that match these tempos?

| | |
|---|--|
| Largo (slow) | |
| Moderato (medium speed) | |
| Presto (fast) | |
| Accelerando (gradually getting faster) | |

Dynamics Scavenger Hunt

Dynamics is the volume of the sound!

Can you find things in your house that match these dynamics?

| | |
|--|--|
| pp - pianissimo (very soft) | |
| p - piano (soft) | |
| f - forte (loud) | |
| ff - fortissimo (very loud) | |
| < - crescendo (gradually getting louder) | |
| > - decrescendo (gradually getting softer) | |



Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/4/20 to 5/8/20

Directions: Match spring vocabulary to musical rhythms. Write an 8-measure rhythm by yourself or with your family and perform it for someone.

Target Standard(s) ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3

Project Topic Composing and performing rhythms

Materials Needed: Pencil, paper

| | Watch | Do | Extend |
|--------------|--|--|--|
| Day 1 | Look at examples on Rhythms of Spring Worksheet | Rhythm Spring Worksheet | Use rhythms provided on worksheet and create your own words to the rhythms using a theme. Examples are flavors of ice creams, junk food, sports, superheroes, etc. |
| Day 2 | Refer to Body Percussion Chart and back to rhythms of spring worksheet | Compose 8 measures in 4/4 using the spring rhythm. | Perform your rhythm for a family member using body percussion. |

Daily Fluency Practice

Arts Fluencies:

In Grades 6-8, students are expected by the end of the year to apply skills and knowledge to create in the arts.

Grades K-5 Match words to rhythms, use body percussion to act out rhythms and say words to rhythms.

Grades 6-8 Relate spring words to musical rhythms, use words and rhythms to write an 8-measure composition, then perform it for someone else.

High School Compose at least an 8-measure melodic rhythm on the music staff and then perform it for someone else on an instrument of choice.

Resources

Please refer to pages 3, 5 & 6 of these 2 lessons for resources.

They include Rhythms of Spring worksheet, body percussion chart and a picture example of the final composition project.





Lesson 1

| | |
|------------------------|---|
| Objective | Students will complete a worksheet identifying spring words that match the quarter and eighth note rhythms provided. |
| Video Link | bit.ly/countingrhythms1 |
| Guided Practice | If you have online access, please watch the video and then go through the video again using spring words instead of ta and ti. Example for #1 in the video you could say Bloom Bloom Bloom Bloom. With a family member or caregiver watch the video if possible and then complete the rhythms spring worksheet. |
| Closing | Share the spring words with someone and see if you can create a few of your own. |
| Extend | Use rhythms provided (refer to worksheet) and match your own words to the rhythms. Use a theme like flavors of ice creams, junk food, sports, superheroes, etc. |
| Intervention | Practice putting the rhythms with the words together for Lesson 2. You can use provided worksheet or your own if you completed the extension. |

Rhythms of Spring

WRITE THE NAME OF EACH SPRING WORD IN THE MATCHING RHYTHM BOX

- Garden
- Flowers
- Plant
- Planting Seeds
- Rain
- Sunshine
- ~~Puddle~~
- ~~Bloom~~
- ~~Butterfly~~
- Grass
- Ladybug
- Warming
- Weather
- Nest
- Blossom
- Bird
- Beautiful
- Robin
- Bee
- Rainbow
- Bunny Rabbit
- Flower Garden
- Carrot
- ~~Baby Chickens~~
- Puddle
- Jumping
- Daffodil
- Eggs
- Season

| | |
|---|---|
| <p>Quarter note = Ta</p>  <p>Example: Bloom</p> | <p>2 Eighth notes = Ti-Ti</p>  <p>Example: Puddle</p> |
| <p>Ti-Ti Ta</p>  <p>Example: Butterfly</p> | <p>Ti-Ti Ti-Ti</p>  <p>Example: Baby Chickens</p> |



Lesson 2

| | |
|------------------------|---|
| Objective | Students will write an 8-measure rhythm in 4/4 time (4 beats per measure) using the skills from Lesson 1, independently or with family member(s), and perform it for an audience. |
| Video Link | Here is a video example using food words: bit.ly/rhythmswithfoodwords |
| Guided Practice | With a family member or caregiver write an 8-measure composition (example below). Say the composition with your choice of words (stick to one theme). |
| Closing | Perform it for or with a family member or caregiver using words and body percussion. |
| Extend | Apply body percussion movements to your song and perform. You can sign up for a free note-writing platform like Noteflight and write your composition in there if you want to learn how to use a music writing program. My example is using Noteflight. |
| Intervention | See example below |

Example:



Use the body percussion chart to the left.

The chart shows that when you have a quarter note, you should pat your lap. When you have two eighth notes, you should clap twice, one for each eighth note. So, if you had the rhythm eighth-eighth-quarter like the word Butterfly, you would clap twice on the word Butter and then pat your lap for fly. Extension: Snapping and stomping could be used if you wanted to expand your song to include rhythms other than quarters and eighths.



Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/11/20 to 5/15/20

Directions: Build all 15 Major scales.

Target Standard(s) ART.M.I.678.1, ART.M.I.678.4, ART.M.I.67.5, ART.M.III.678.1, ART.M.III.6.3

Project Topic How to build a Major scale

Materials Needed: Pencil, paper

| | Watch | Do | Extend |
|--------------|--|--|--|
| Day 1 | Learn about the Major scale formula: Whole step, Whole step, Half step, Whole step, Whole step, Whole step, Half step. | Figure out 5 of the 15 scales using the WWHWWWH formula. | Figure out all 15 scales using WWHWWWH. |
| Day 2 | Learn about the Circle of 5ths. Figure out which notes in the scales are sharp or flat. | Complete 7 scales (A-G) using either the WWHWWWH method or the Circle of 5ths. | Figure out the rest of the 8 Major Scales using either the WWHWWWH method or the Circle of 5ths. |

Daily Fluency Practice

Arts Fluencies:

In Grades 6-8, students are expected by the end of the year to apply skills and knowledge to perform and create in the arts.

Grades K-5 Discover the music alphabet (A-G) and the difference between a whole and half step.

Grades 6-8 Write and play 7 scales (A-G), if no instrument is available write notes for the 7 scales on manuscript (staff) paper.

High School Compose at least an 8-measure melodic song on the music staff in one key signature and then perform it for someone else on an instrument of choice.

Resources

1. Lesson on Steps, Sharps and Flats:

<https://www.musictheory.net/lessons/20>

2. Lesson on how to build a major scales using WWHWWH formula:

<https://www.musictheory.net/lessons/21>

3. YouTube lesson on WWHWWH scale formula:

bit.ly/lessononscales

4. Video explaining the circle of 5ths:

bit.ly/circleforscales

5. Key Signature Practice:

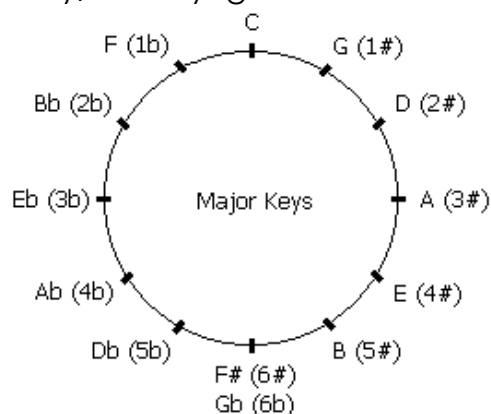
<https://www.musictheory.net/exercises/keysig>

6. Source of Sharp and Flat Major Scales worksheet on pages 3 & 4:

<http://practicemakesiteasy.blogspot.com/2014/02/learning-key-signatures.html>

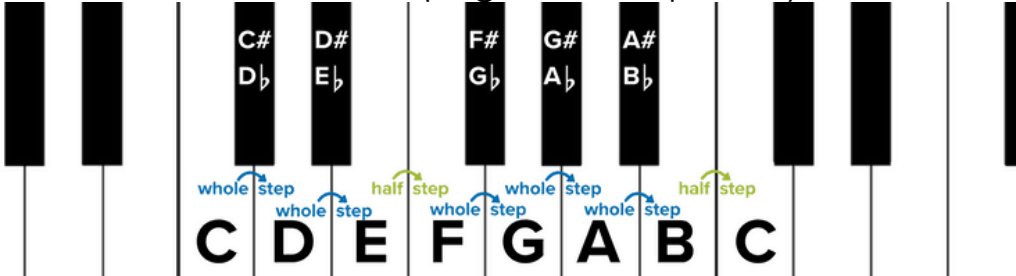
7. Source of Key signature worksheet on page 5:

bit.ly/freekeysignworksheet



8. Circle of Fifths from howmusicworks.org:

Lesson 1

| | |
|------------------------|--|
| Objective | Complete worksheets to identify all 15 Major scales using the WWHWWH or the Circle of 5^{ths}. |
| Video Link | https://www.musictheory.net/lessons/20 https://www.musictheory.net/lessons/21 bit.ly/lessononscales bit.ly/circleforscales https://www.musictheory.net/exercises/keysig |
| Guided Practice | <p>If you have online access, please go through the 4 lessons and key signature practice above. If you do not have access to the online lessons, please refer to this keyboard and the Circle of fifths on page 1, to help with your work:</p>  <p>Source: https://www.musicnotes.com/now/tips/how-to-read-sheet-music/</p> |
| Closing | Identify all 15 Major scales. Play a few on an instrument of your choice. |
| Extend | Find some pieces of music and see if you can identify what key signature the piece uses and if it changes keys. |
| Intervention | Remember that the formula for a scale is whole step, whole step, half step, whole step, whole step, whole step, half step. A whole step is two half steps or two semitones. A half |

step is from one piano key to the very next one, whether it is a white key or black key.

Lesson 1

Applications and Resources for Printing

Sharp Major Scales

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| C | D | E | F | G | A | B | C |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Scale with 1 sharp

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 2 sharps

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 3 sharps

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 4 sharps

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 5 sharps

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 6 sharps

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 7 sharps

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Flat Major Scales

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|----------|
| C | D | E | F | G | A | B | C |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Scale with 1 flat

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 2 flats

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 3 flats

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

Scale with 4 flats

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Scale with 5 flats

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Scale with 6 flats

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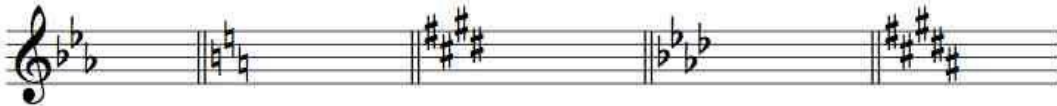
Scale with 7 flats

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Name _____

Key Signatures

Name the Key Signature:



C Major has _____ sharps/flats.

Bb Major has _____ sharps/flats.

G Major has _____ sharps/flats.

Ab Major has _____ sharps/flats.

Eb Major has _____ sharps/flats.

F Major has _____ sharps/flats.

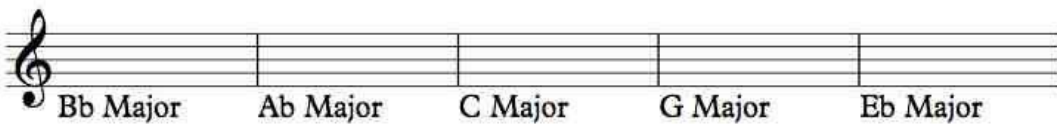
D Major has _____ sharps/flats.

B Major has _____ sharps/flats.

E Major has _____ sharps/flats.

A Major has _____ sharps/flats.

Draw the Key Signature:





6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/18/20 to 5/22/20

- Directions:** Incorporating singing, using percussion, and harmony, students will practice and perform music.
- Target Standard(s):** ART.M.II.K.4, ART.M.II.1.4, ART.M.V.1.3, ART.M.II.2.5, ART.M.III.2.1, ART.M.II.3.5, ART.M.V.3.3, ART.M.I.4.7, ART.M.II.4.5, ART.M.V.4.3, ART.M.II.5.4, ART.M.V.5.3
- Project Topic:** One-person Band

| | Watch | Do | Extend |
|--------------|---|--|--|
| Day 1 | Example Video | Check in with your classmates and share what you're doing to stay busy and share one piece of music that's helping you get through this time, then comment on one other person's post. | Create a video log of how you are doing and what music you enjoy, including interactions with classmates on the Flipgrid platform. |
| Day 2 | Follow my lead in this Example Video Lead Sheet for students who read music Sing along with this Video that also shows the lyrics | This lesson is a vocal lesson, learn how to sing "My Girl" by singing along with this Video of the song | Submit a video of yourself or a group of up to 4 students singing "My Girl" either acapella or with the video in the background. |

Daily Fluency Practice

6-8 Music Fluencies:

In Grades K-5, students are expected by the end of the year to master the skills below. This is a great time to practice these skills.

1. Move to a steady beat.
2. Demonstrate singing voice.
3. Dance to a variety of styles of music.
4. Listen to a variety of styles of music.
5. Create their own music.

Resources:

[Flipgrid.com](https://flipgrid.com)

[Lead Sheet](#) (song "My Girl")

[Video](#) (song "My Girl" with lyrics)

Lesson 1

| | |
|------------------------|--|
| Objective | Students will create a video log. |
| Video Link | Example Video Flipgrid.com |
| Guided Practice | View the example video and use it to guide your submissions to your classmates. |
| Closing | Using the flipgrid platform, students will create a video log. |
| Extend | Students will develop the video log to include a vocal performance. |
| Intervention | Share your video log with your teacher for feedback |

Lesson 2

| | |
|------------------------|--|
| Objective | Students will learn the song, My Girl |
| Video Link | Lead Sheet Video |
| Guided Practice | Use the videos to assist in your practicing and learning the song. |
| Closing | Upload a video of yourself singing "My Girl." |
| Extend | Submit a video of yourself or a group of up to 4 students singing "My Girl" either acapella or with the video in the background. |
| Intervention | Share your video log with your teacher for feedback |

Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 5/18/20

- Directions:** Identify & describe the sounds of music rhythms and the symbols that represent the notations for those sounds
- Target Standard(s)** ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3
- Project Topic** Create unique new sounds to represent the music notes while counting them; Compose and Improvise
- Materials Needed:** Pencil, paper; Smart Phone or TV, Laptop, game system or device that connects to internet to watch YouTube video lessons explained

| | Watch | Do | Extend |
|--------------|---|--|---|
| Day 1 | View the Introduction to Rhythm Reading videos & note the sound of the music & percussion highlighting the note values with syllables to be spoken to help show the duration of each note & combination | Practice Writing the notations on paper separately to get used to their look and use | Put some of the notes together in various combinations, but always counting to four to see how many fit in each block of four. Do the music math to determine how to match them together and review later |

Video Resources

<https://youtu.be/4vZ5mlfZlqk> Introduction to Rhythm Reading: Stage One

This is a series of videos on music rhythm reading designed for beginners. This first video explores the relationship between quarter and eighth notes in 4/4 time, in sub sequential videos, we will add half notes, rests, and maybe even a bit of triple meter to the mix!

<https://youtu.be/cHad-I5AJT0> Introduction to Rhythm Reading: Stage Two

This is the second video in a series designed to help students learn to read rhythms. In this video, we take a deeper look at the half note and how it relates to the quarter and eighth notes. Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth. Stay tune for Stage Three when we introduce the Quarter Rest!!!

<https://youtu.be/rf5rcXhGPps> Introduction to Rhythm Reading: Stage Three

This is our third video in a series of three on the introduction to reading rhythms. To make it extra effective, try it out with some rhythm sticks and see if you can read and play the rhythms along with the

video. Hope you like it! And stay tune for next time when we start a new series on Intermediate Rhythm Reading

https://youtu.be/yTUXC_O2FI8 Intro to Rhythm Reading: Bonus Challenge

After making the first three videos in my Introduction to Reading Rhythms series, I felt that I needed a nice capstone video to tie it all together- so here it is! If you're looking to read some rhythms or a teacher wanting your kids to read more- check out this video along with our stages 1, 2, and 3. And thanks for watching!!!

<https://youtu.be/MtEkC454tJl> Rhythm Reading in 3/4 Time

Here's a video to help people learning how to read rhythms in the 3/4 time signature. The rhythms themselves work just the same in 3/4 time, but how it all feels may seem completely different in the 3/4 time signature. So, as you clap, pat, speak, or just follow with your eyes- think of that first beat in each measure as the strongest, the two other beats as weaker after-beats. Also remember that there are two measures being presented on the screen. Good luck!

<https://youtu.be/GJRItpXDizA> Rhythm Reading Comparison: 4/4 vs. 3/4 Easy Ed.

Have you ever wondered about the difference between 4/4 and 3/4 time signatures in music? Sure, 4/4 has 4 beats in a measure whereas 3/4 only has three, but what does that mean to the music? In this video, we'll read and play two similar rhythms in both 4/4 and 3/4. As you watch, keep your mind alert to which time signature we're in, and try to "feel" the music in that time. And the video progresses, we will switch faster and faster between 4/4 and 3/4. For an extra challenge and game between friends- try a drop the needle test with this video! It's simple- have a friend 'drop the needle' somewhere in the middle of the video, and then you, with your eyes closed, guess whether that part of the video is in 4/4 or 3/4. Who can name the correct time signature the most? Oh, the fun to be had!

Lesson

| | |
|------------------------|--|
| Objective | Students will identify and describe the steady beat and more advanced rhythms that make up the sounds heard. |
| Video Links | YouTube Links found in Video Resources |
| Guided Practice | All the videos on this playlist are educational guides to the sounds, sights, and symbols for rhythmic notation in music. While you watch & imitate the interactions with the videos you will be able to feel the basic steady pulse, tempo (speed) of music and learn how to write them. Review some of the questions and do the actions connected with the follow up worksheets |
| Closing | Call or video chat with some of your classmates to determine who made some of the best rhythm combinations and what new 'rhythm words' you can use to represent the sounds of new combinations of notes and rests. |
| Extend | As you simply talk to family and friends see if you can make rhythmic notes out of conversations. Example: "May I have an apple please?" can look like 4 sixteenths and 2 eighth notes, followed by a half note if written out. This is how song writers and publishers typically notate songs and sell them in stores for others to sing or play. You should have a more expanded "vocabulary" of rhythms. You may find as you look at the YouTube links that the next examples in playlists will give you more explanations and sounds. Watch, listen, and |

| | |
|---------------------|--|
| | learn more. Share with your family and teacher when you have a chance via video chat. Prepare to think of how you may use them in writing your own larger work |
| Intervention | Remember to think through how you sound while breaking down syllables. Take your time...there is more to learn coming up! We haven't gotten to putting together these notes in all the ways possible, and we have more notes yet to learn. |

Reflection Questions & Action Steps

Answer these questions as you are watching the video lessons. Then try the activities and discuss the outcomes.

1. Explain how these note variations combine and can be counted as fractions?
2. Since you are given limited sounds and follow this time (but can definitely use what was given to see, hear, feel, and count rhythms...consider adding movement in your body (dance or some choreography) to represent the sounds as well
3. Did you choose new words or syllables to represent the sounds of notes aside from the ones we gave so far (we previously used all kinds of foods to weathers (snow man, ice, avocado, etc)? Do you have even more now, and what are they?
4. The following is another video that breaks down some of the rhythms by sound...what, if anything, is somewhat new? Are you familiar with a DAW? Can you note how a producer or song writer might use this and why? If you have Garage Band or FL Studios, explain how this may be used.

<https://youtu.be/F21pS3Wo8ko> **Beat and Rhythm in Music Explained**

In this video, you'll learn exactly what beat and rhythm are in music. These topics are covered at a beginner level and applied in Ableton Live. Use any DAW to follow along. [00:28](#) - What Is Beat? [01:16](#) - What Is Tempo? [02:06](#) - What Is Rhythm? [03:51](#) - Rhythm in Ableton Live

First, you learn about the beat in music. Then, you'll analyze what 'measures' are in music and how they relate to the beat. Next, you'll learn about tempo and how it relates to music within the Digital Audio Workstation. You'll apply this information using the tap tempo function and tempo map. Learning about beat, measures, and tempo creates a solid foundation when learning about rhythm. You'll learn about the whole note, half note, quarter note, eighth note, and sixteenth note. To apply this, you'll make a four-bar loop using the synthesizer Lethal. Looking for something more advanced? Check out our blog post on poly rhythms here: <https://bit.ly/2PRLVEM> Once you've learned your rhythms, build your beats from scratch: <https://bit.ly/38JJCwa> Make your rhythms swing. <https://bit.ly/2M4LLJ9> VISIT WWW.BUTTONBASS.COM , EXPERIMENT WITH SOUNDS; SEE IF YOU HEAR RHYTHMS & WRITE THEM TO THE BEST OF YOUR ABILITY. WE STILL HAVE MORE RHYTHMS TO EXPLORE YET....

5. As you listen now, to your favorite songs or raps or instrumentals can you hear (and describe) the rhythms you might hear? Some will be more complex. If you try to notate some or identify them and can't perhaps there are more combinations or what is known as syncopation is present. Look up the word syncopation and see if it applies. We can explore later.

Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 5/26/20 to 5/30/20

- Directions:** Identify & describe the sounds of music rhythms and the symbols that represent the notations for those sounds
- Target Standard(s)** ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3
- Project Topic** Create unique new sounds to represent the music notes while counting them; Compose and Improvise
- Materials Needed:** Pencil, paper; Smart Phone or TV, Laptop, game system or device that connects to internet to watch YouTube video lessons explained. Continuation from week 5/18/20

| | Watch | Do | Extend |
|-------|---|--|--|
| Day 1 | Move on to the Intermediate Rhythm Reading & Beginning Syncopation. Pay special attention to the 3/4 meter change & the Beethoven Challenge | Write these measures that have been repeated and add them to the previous rhythms or prior lessons | Note in the Beethoven Challenge the Orchestra version and written version of the song. Identify as many rhythms already learned as you can and write them separately to prepare for lessons on syncopation |

Video Resources

<https://youtu.be/YVeh0oVrKOk> Guide to Rhythm Reading: Intermediate Rhythms 1

Dotted Quarter/Single Eighth Notes: In this video, we look at dotted quarter notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm reading!

<https://youtu.be/KogDq0c7EG0> Guide to Rhythm Reading: Intermediate Rhythms 2

In this video, we look at sixteenth notes, in groups of 4 and two, along with dotted quarter notes, single eighth notes, the eighth rest, and all the rest of the simple rhythms.

<https://youtu.be/K271JcOXZs0> Guide to Rhythm Reading: Intermediate Rhythms 3

The Beethoven Challenge: This is the last of a three-part series on Intermediate Rhythms. So, to make it as fun as humanly possible, we've let the 2nd Movement of Beethoven's 7th symphony inspire the harmonies in this video.

<https://youtu.be/ffYKCNY6kUk> Electronic version related to Reading Rhythms

Second movement (Allegretto) of Beethoven's Symphony No. 7 in A Major, Opus 92, accompanied by an animated graphical score.

<https://youtu.be/J12zprD7V1k> Orchestra Version Related to Reading Rhythms

Ludwig van Beethoven (1770 - 1827) Symphony no. 7 in A major, Op. 92 II Allegretto Wiener Philharmoniker Leonard Bernstein Musikverein, Vienna, 1978.

<https://youtu.be/615-x6RElhA> Piano Version Related to Reading Rhythms

Simon Ghraichy, - SEVENTH (Allegretto from Beethoven's Symphony no.7 op.92) PIANO VERSION

<https://youtu.be/NKXFdT14DIE> SHEET MUSIC Related to Reading Rhythms

[Beethoven Challenges](#): Beethoven 7th Symphony in A, Op 92, second movement, Allegretto Sheet Music

Lesson

| | |
|------------------------|--|
| Objective | Students will identify and describe the steady beat and more advanced rhythms that make up the sounds heard. |
| Video Links | YouTube Links found in Video Resources |
| Guided Practice | All the videos on this playlist are educational guides to the sounds, sights, and symbols for rhythmic notation in music. While you watch & imitate the interactions with the videos you will be able to feel the basic steady pulse, tempo (speed) of music and learn how to write them. Review some of the questions and do the actions connected with the follow up worksheets |
| Closing | Call or video chat with some of your classmates to determine who made some of the best rhythm combinations and what new 'rhythm words' you can use to represent the sounds of new combinations of notes and rests. |
| Extend | As you simply talk to family and friends see if you can make rhythmic notes out of conversations. Example: "May I have an apple please?" can look like 4 sixteenth and 2 eighth notes, followed by a half note if written out. This is how song writers and publishers typically notate songs and sell them in stores for others to sing or play. You should have a more expanded "vocabulary" of rhythms. You may find as you look at the YouTube links that the next examples in playlists will give you more explanations and sounds. Watch, listen, and learn more. Share with your family and teacher when you have a chance via video chat. Prepare to think of how you may use them in writing your own larger work |
| Intervention | Remember to think through how you sound while breaking down syllables. Take your time...there is more to learn coming up! We haven't gotten to putting together these notes in all the ways possible, and we have more notes yet to learn. |

Reflection Questions & Action Steps

Answer these questions as you are watching the video lessons. Then try the activities and discuss the outcomes.

1. Explain how these note variations combine and can be counted as fractions?
2. Since you are given limited sounds and follow this time (but can definitely use what was given to see, hear, feel, and count rhythms...consider adding movement in your body (dance or some choreography) to represent the sounds as well
3. Did you choose new words or syllables to represent the sounds of notes aside from the ones we gave so far (we previously used all kinds of foods to weathers (snow man, ice, avocado, etc)? Do you have even more now, and what are they?
4. The following is another video that breaks down some of the rhythms by sound...what, if anything, is somewhat new? Are you familiar with a DAW? Can you note how a producer or song writer might use this and why? If you have Garage Band or FL Studios, explain how this may be used.

<https://youtu.be/F21pS3Wo8ko> **Beat and Rhythm in Music Explained**

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First, you learn about the beat in music. Then, you'll analyze what 'measures' are in music and how they relate to the beat. Next, you'll learn about tempo and how it relates to music within the Digital Audio Workstation. You'll apply this information using the tap tempo function and tempo map. Learning about beat, measures, and tempo creates a solid foundation when learning about rhythm. You'll learn about the whole note, half note, quarter note, eighth note, and sixteenth note. To apply this, you'll make a four-bar loop using the synthesizer Lethal. Looking for something more advanced? Check out our blog post on poly rhythms here: <https://bit.ly/2PRLVEM> Once you've learned your rhythms, build your beats from scratch: <https://bit.ly/38JJCwa> Make your rhythms swing. <https://bit.ly/2M4LLJ9> VISIT WWW.BUTTONBASS.COM, EXPERIMENT WITH SOUNDS; SEE IF YOU HEAR RHYTHMS & WRITE THEM TO THE BEST OF YOUR ABILITY. WE STILL HAVE MORE RHYTHMS TO EXPLORE YET....

5. As you listen now, to your favorite songs or raps or instrumentals can you hear (and describe) the rhythms you might hear? Some will be more complex. If you try to notate some or identify them and can't perhaps there are more combinations or what is known as syncopation is present. Look up the word syncopation and see if it applies. We can explore later.

Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 6/1/20 and 6/8/20

- Directions:** Identify & describe the sounds of music rhythms and the symbols that represent the notations for those sounds
- Target Standard(s)** ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3
- Project Topic** Create unique new sounds to represent the music notes while counting them; Compose and Improvise
- Materials Needed:** Pencil, paper; Smart Phone or TV, Laptop, game system or device that connects to internet to watch YouTube video lessons explained

| | Watch | Do | Extend |
|-----------------|--|--|--|
| Overview | The 1 st 3 video series by Daniel Dryland, The Music Show, & The Obies to define and describe the music symbols | Practice Writing the notations on paper separately to get used to their look and use | Put some of the notes together in various combinations, but always counting up to four to see how many fit in each block of four. Do the music math to determine how to match them together and review later |

[Quarter Notes Daniel Dryland](#)

https://youtu.be/_sweTYgHdwc This video is intended to help students learn and remember rhythmic symbols. The Quarter Note looks like a shaded circle with a line. The Quarter Note receives a value of 1 Beat.

[Quarter Rest Daniel Dryland](#)

<https://youtu.be/rthnGSKRa1M> This video is intended to help my students learn and remember rhythmic symbols. The Quarter Rest looks like a lightning bolt One of many ways to draw it is to turn your head to the right 45 degrees and write the letters "Z" and "C." The Quarter Rest receives a value of 1 silent Beat..

[Half Note Daniel Dryland](#)

<https://youtu.be/i12tsZYpv4s> This video is intended to help students learn and remember rhythmic symbols. The Half Note looks like a circle and a line, or the letter "d." The Half Note receives a value of 2 Beats.

[Half Rest Daniel Dryland](#)

https://youtu.be/VVbnvl_LDD8 This video is intended to help my students learn and remember rhythmic symbols. The Half Rest looks like a top hat (Abraham Lincoln's hat) The Half Note receives a value of 2 silent Beats

[Whole Notes Daniel Dryland](#)

<https://youtu.be/d353kq08XYs> This video is intended to help my 5 students learn and remember rhythmic symbols. The Whole Note looks like a circle, donut, or the letter "O." The Whole Note receives a value of 4 Beats.

[Whole Rest Daniel Dryland](#)

<https://youtu.be/LqplTHsPO4Y> This video is intended to help my students learn and remember rhythmic symbols. The Whole Rest looks like the ground with a hole in it. The Whole Rest receives a value of 4 silent beats

<https://youtu.be/0kaX2l413p8> Music Express Magazine: The Music Show, Episode 1
THE BEAT IS THE HEART OF MUSIC Learn the FUNNNDamentals of music with The Music Show starring Luigi's Baton and Mike the Microphone, with special guest Cadence the Drummer.

<https://youtu.be/RYSGINpx2YI> The Music Show Episode 2 Notes & Rhythm
Learn all about RHYTHM in this episode of The Music Show starring Luigi's Baton and Mike the Microphone, with special guest Cadence the Drummer. Subscribe to John Jacobson's Music Express magazine for a complete lesson plan, music tracks, and reproducible/projectable student pages for teaching this lesson in the music classroom.

https://youtu.be/vo-PBf_WH54 Whole, Half, & Quarter Rests
Learn about RESTS in the latest episode of THE MUSIC SHOW, starring Luigi's Baton and Mike the Microphone, with special guests Cadence the Drummer and Fret the Guitar.

<https://youtu.be/KUfEg8Qxuxk> Rhythm Lesson, The OBIES –
WHOLE, HALF, QUARTER, & EIGHTH. Here is a basic rhythm lesson using syllables and signs for each note value.

Lesson 1

| | |
|------------------------|--|
| Objective | Students will identify and describe the steady beat (the heart of music) and the basic rhythms that make up the sounds heard. |
| Video Links | YouTube Links found in Video Resources |
| Guided Practice | All the videos on this playlist are educational guides to the sounds, sights, and symbols for rhythmic notation in music. While you watch & imitate the interactions with the videos you will be able to feel the basic steady pulse, tempo (speed) of music and learn how to write them. Review some of the questions and do the actions connected with the follow up worksheets |
| Closing | Call or video chat with some of your classmates to determine who made some of the best rhythm combinations and what new 'rhythm words' you can use to represent the sounds of whole, half, quarter, eighth, sixteenth notes and rests. |
| Extend | As you simply talk to family and friends see if you can make rhythmic notes out of conversations. Example: "May I have an apple please?" can look like 4 sixteenths and 2 eighth notes, followed by a half note if written out. This is how song writers and publishers typically notate songs and sell them in stores for others to sing or play |

| | |
|---------------------|--|
| Intervention | Remember to think through how you sound while breaking down syllables. Take your time...there is more to learn coming up! We haven't gotten to putting together these notes in all the ways possible, and we have more notes yet to learn. |
|---------------------|--|

Reflection Questions & Action Steps

Answer these questions as you are watching the video lessons. Then try the activities and discuss the outcomes.

1. How do notes and rhythms remind you of other parts of subjects you may have learned?
2. Explain how dividing notes or counting rhythms might be like dealing with money or sharing food (like pizza) with friends or family?
3. Which words did you choose to represent the sounds of notes aside from the ones we gave so far (ta ta ta ta & beat or cherry or avocado)?
4. The following is another video that breaks down some of the rhythms by sound...what, if anything, is somewhat new?



<https://youtu.be/3Uv4PU0ISs> The Rhythm Cafe; Common Rhythms

Here's one way of understanding those pesky note symbols, and how they fit into four beats... I suppose.

5. As you listen now, to your favorite songs or raps or instrumentals can you hear (and describe) the rhythms you might hear? Some will be more complex. If you try to notate some or identify them and can't perhaps there are more combinations or what is known as syncopation is present. Look up the word syncopation and see if it applies. We can explore later.

Grade 6-8 Music

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 6/8/20 to 6/12/20

- Directions:** Identify & describe the sounds of music rhythms and the symbols that represent the notations for those sounds
- Target Standard(s)** ART.M.I.678.1, ART.M.I.678.3, ART.M.I.67.5, ART.M.II.678.4, ART.M.II.67.6, ART.M.III.6.3
- Project Topic** Create unique new sounds to represent the music notes while counting them; Compose and Improvise
- Materials Needed:** Pencil, paper; Smart Phone or TV, Laptop, game system or device that connects to internet to watch YouTube video lessons explained

| | Watch | Do | Extend |
|-----------------|--|--|---|
| Overview | Add to your viewing the Sweet Beats I, II, & III Series + Snow Day to learn about the sound of counting rhythms with and without symbols to feel and see the divisions | Use your own sounds to represent note lengths and feel. Now that you know measures put the combos from earlier into measures | Using the Sweet Beats & Snow Days words, + the sights and sounds from The Music Show & The Obies to create 16 measures or more of your own rhythm combinations & share them |

Video Resources

<https://youtu.be/jz6yP5r0e0A> Sweet Beats 1, Rhythm Lesson; Feel the Flow
Sweet Beats is a series of songs that focuses on teaching rhythm! Originally written by Mr. Rob for the Nature Jam's album Food for Thought, Sweet Beats uses call and response to teach kids about rhythm! This is Quarter & Eighth Notes

<https://youtu.be/NuoHdGBYAYY> Sweet Beats 2, Rhythm Lesson
Part II in our Sweet Beet series introduces Shh (quarter rest) & Avocado (4 syllable sixteenth note). Check out this fun, catchy song!

<https://youtu.be/2V9dPe5WXgs> Snow Day Rhythm Lesson
Practice call-and-response rhythms with Mr. Rob in Snow Day! In 'Snow Day', we sing a short and catchy tune about everyone's favorite kind of day off, and then we jump in singing and playing call and response

rhythms with Ice (quarter note), Snow-man (eighth notes) and winter wonder (sixteenth notes)! Snow Day was written by Aaron Poole and co-written/produced by Mr. Rob.

<https://youtu.be/LBeJ003n4Cg> Sweet Beets 3, Combined Rhythms Explained

With Sweet Beets 3 we add to Beet(quarter note), Cherry (2 eighth notes), & Return to Avocado (sixteenth notes, just like Winter Wonder from Snow Day), and Shh (Quarter Rest); there is a brief reference to Pineapple (eight note triplets, which will be taught later). This time we use syllable like ta and tika tika to sound out the quarter and sixteenth notes, then finally add numbers as actual musicians do when reading music(1,2, 3, 4 for quarter notes or ta, ta, ta, ta) and (1 e & a, 2 e & a for sixteenth notes or tika, tika, tika, tika).

Lesson 1

| | |
|------------------------|---|
| Objective | Students will identify and describe the steady beat (the heart of music) and the basic rhythms that make up the sounds heard. |
| Video Links | YouTube Links found in Video Resources |
| Guided Practice | <p>All the videos on this playlist are educational guides to the sounds, sights, and symbols for rhythmic notation in music.</p> <p>While you watch & imitate the interactions with the videos you will be able to feel the basic steady pulse, tempo (speed) of music and learn how to write them. Review some of the questions and do the actions connected with the follow up worksheets</p> |
| Closing | Call or video chat with some of your classmates to determine who made some of the best rhythm combinations and what new 'rhythm words' you can use to represent the sounds of whole, half, quarter, eighth, sixteenth notes and rests. |
| Extend | As you simply talk to family and friends see if you can make rhythmic notes out of conversations. Example: "May I have an apple please?" can look like 4 sixteenths and 2 eighth notes, followed by a half note if written out. This is how song writers and publishers typically notate songs and sell them in stores for others to sing or play |

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| Intervention | Remember to think through how you sound while breaking down syllables. Take your time...there is more to learn coming up! We haven't gotten to putting together these notes in all the ways possible, and we have more notes yet to learn. |
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Reflection Questions & Action Steps

Answer these questions as you are watching the video lessons. Then try the activities and discuss the outcomes.

1. How do notes and rhythms remind you of other parts of subjects you may have learned?
2. Explain how dividing notes or counting rhythms might be like dealing with money or sharing food (like pizza) with friends or family?
3. Which words did you choose to represent the sounds of notes aside from the ones we gave so far (ta ta ta ta & beat or cherry or avocado)?
4. The following is another video that breaks down some of the rhythms by sound...what, if anything, is somewhat new?

<https://youtu.be/3Uvv4PU0ISs> The Rhythm Cafe; Common Rhythms Here's one way of understanding those pesky note symbols, and how they fit into four beats... I suppose.

5. As you listen now, to your favorite songs or raps or instrumentals can you hear (and describe) the rhythms you might hear? Some will be more complex. If you try to notate some or identify them and can't perhaps there are more combinations or what is known as syncopation is present. Look up the word syncopation and see if it applies. We can explore later.